

17 APR 1972

MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Office of Personnel Report - Week Ending
14 April 1972

25X1A

1. Cooperative Education:

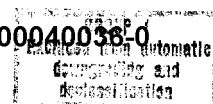
a. Last week [REDACTED] interviewed two co-op political science majors at North Carolina Agriculture and Technical State University (black university). One was found to be well qualified and was furnished a set of application forms.

b. We have received the co-op requirements for FY 1973 from all except one Office. Three of the nine Offices will not be using all of their co-op ceiling because of their concern that they may be unable to absorb all the graduating co-ops as staff employees.

25X1A

2. Intelligence Production Lecture: At the invitation of the Intelligence School, [REDACTED] Chief, Plans Staff, gave a two-hour presentation to about 25 young Intelligence Directorate officers on personnel administration in the Agency and the DDI. This talk represents the first time OP has been asked to lecture at the Intelligence Production Course.

CONFIDENTIAL



CONFIDENTIAL

3. Voluntary Investment Plan: VIP has received its first requests for transfer from one fund (Everest) to the other (Fidelity). Two participants wish to make this change. Arrangements have been worked out with personnel of INA Security Corporation, and the changes were effected in the regular purchase order on 14 April.

4. Position Classification:

25X1A

a. Contract positions at [REDACTED] were audited to provide a basis for pay determinations.

b. The auditing of positions in the Office of Current Intelligence has been completed, and a report is being developed.

25X1A

c. A meeting was held with [REDACTED] of the SIPS Staff concerning the proposed Data Management Center. Complete details on responsibilities of the jobs are not yet available. Further discussions will be held this week.

5. Reserve Affairs: A speaker from the Office of the Special Assistant for the Modern Volunteer Army will address the Agency's reserve unit tonight on the subject "Implications of an All Volunteer Army."

6. New Equipment for Physical Fitness Room: A new bicycle with adjustable pedal pressure and a new rowing machine were delivered to the Physical Fitness Room by the Office of Logistics last week.

CONFIDENTIAL

CONFIDENTIAL

25X1A

7. **Presidential Classroom:** Attached is a wrap-up report
by [REDACTED] on the Presidential Classroom.

/s/Harry B. Fisher

Harry B. Fisher
Director of Personnel

Att

Distribution:

0 & 2 - Addressee

1 - IG

~~1~~ - D/Pers Subject

1 - D/Pers Chrono

25X1A

OD/Pers [REDACTED] dpm (17 Apr 72)

CONFIDENTIAL

A Presidential Classroom for Young Americans
7 February - 24 March 1972

1. A Presidential Classroom for Young Americans is a nonprofit, nonpartisan corporation which, in 1968, was organized for the express purpose of offering high school juniors and seniors throughout the United States and American schools abroad an opportunity to spend one week in the Nation's Capitol learning about our government. The Classroom is funded by the students' tuition of \$225, and although not in the form of money, it is also aided by the federal agencies releasing their personnel to serve as teachers at no expense to the Classroom itself. This federal aid represents approximately one-third of the total operating expense.

2. The Classroom is housed in the Shoreham Hotel and runs for seven weeks, including a one-week teacher-staff aide orientation. A totally new and different student body, or class, participates in the Classroom for each of the six functioning weeks. This year each of the first four classes had approximately 280 students. Class five had 240 students and class six had 180 students. Each class is broken into sections of about 40 students each. Breaking each class into sections has several advantages: (a) Administrative control is much easier. (b) Association with students from all areas of the U. S. can be assured by controlling the makeup of the sections. (c) Provides a controlled group with which the teacher can work.

3. Each section has two teachers whose responsibilities vary from strictly baby-sitting to substantive instruction. The baby-sitting duties include accounting for all members of the section during formal seminars, escorting the section to seminars outside the hotel and going with them to meals outside the hotel. Formal instructing occurs during four one-hour teacher sessions each week as well as utilizing the time in transit on the bus from location to location. Teachers also direct nightly rap sessions during which they may have extensive dialogue with the students. In addition to the above, there is a great deal of student/teacher contact throughout the week during meals, breaks between seminars and free time in the hotel. Each Saturday evening, the teachers meet with the students in orientation and Sunday morning the teachers attend a religious activity with the students. On Sunday afternoon a teacher directs his section on a tour of the District.

4. Teachers are normally with the students from the beginning of the first seminar in the morning (8:30) until the end of the rap sessions at night (midnight). It is not intended that both instructors spend the full time with the students, but rather, that the teachers divide the time between them with the first teacher working from 8:30 a.m. to supper time and the second teacher taking over until midnight. On paper this looks good but in practice it did not work if both teachers intended to get to know the students, the reason being that the evening teacher only saw his section for one seminar and that was a baby-sitting job. Because of this, even when I had the evening shift, I still spent much of each day with the students. At the request of [REDACTED] I kept a record of my time spent with the students and it averaged around ten hours a day on a seven-day basis.

-2-

5. The student's primary course work was presented in 21 formal seminars spread over the time from Sunday evening to Friday morning. A copy of a typical week's schedule of seminars is attached. (Attachment A.) The seminars were augmented in three ways: (1) Teacher sessions - These are sessions that the teachers have alone with their section wherein the teacher chooses the topic. (2) Rap sessions in the hotel from 10:30 p.m. to midnight Sunday through Thursday. Some of these sessions were titled, such as, drugs, Vietnam, women's lib, CIA, etc. Others were left open for general discussion. (3) Close association with students from all over the U. S. for one week. For many students the Classroom was the first time they had been on their own away from home and in association with such a wide variety of people. Copies of seven daily schedules are also attached to provide the reader with a complete look at one week's activity.

6. My personal approach to my assignment was to spend as much time as possible with as many students as possible. I attempted to explain to them as much as I could about the government, bureaucracy and especially the CIA. I directed at least one rap session each week on the CIA and normally had between 35 and 45 students in the session. In addition to my CIA session, I directed rap sessions discussing such things as religion, law enforcement and bureaucratic processes.

STATINTL 7. Each Friday afternoon, arrangements were made with the Agency to bring one or two bus loads of students to the Agency auditorium during their free time where they were shown the film "Need to Know" after which [REDACTED] of OTR talked to them and answered any questions. In total about 200 students came to the Friday afternoon sessions and of that number all but two felt the experience was most worthwhile and should be afforded to the entire Classroom by way of a formal seminar. The two exceptions were simply passive to the whole idea. It should also be noted that by the fourth week I had students approach me and say their friends who had attended a previous week had told them they should go on the CIA trip.

8. There can be no question but what the invitation to CIA was well received and did a great deal of good in clarifying many erroneous ideas about the Agency. I strongly recommend that the same opportunity be afforded next year's class and if possible expanded. I recognized in most students a total lack of understanding about the Agency, much mistrust and a fair amount of general apathy. By broadening Agency exposure through such programs, I cannot help but think that many benefits will be realized.

STATINTL

[REDACTED]
CIA Representative to
A Presidential Classroom for Young Americans
1972